



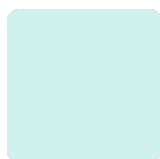
The Key Issues and Trends in the Teaching of Reading in the UK

Second Edition, Autumn 2023



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About the data

- The first edition of 'The Key Issues and Trends in the Teaching of Reading in the UK', published in Autumn 2021, collected data from participating schools between April 2017 and July 2021; this second edition covers the two years from 1st August 2021 to 31st July 2023.
- The data is largely based on schools in England; however, there are some responses from Scotland, Wales and Northern Ireland, and a handful from overseas.
- 291 respondents started the survey; not all questions are mandatory so for some answers there will be fewer responses shown. Similarly, there were multiple choice options for some questions, and total answers will be higher than 291 in some cases.
- Where there are free text answers, on occasion we have aggregated these together to form a coherent answer. For example, there are many different job titles in a school, so we have brought all school leaders together under the heading 'Headteacher/Principal'.
- This audit window is now closed, and Scholastic re-opened the audit with added sections and questions from 1st September 2023.

Introduction

Scholastic works with trusts and individual primary and secondary schools throughout the UK on reading and literacy improvement programmes.

Through decades of sector expertise – and our bespoke interventions which are proven to make an impact – we deliver stronger educational outcomes, raising standards and improving assessment, attainment and pupil progress levels.

Six years ago, we published the Scholastic Reading Audit, a comprehensive tool designed to challenge and support the teaching and learning of reading in schools, MATs and other groups of schools. This proved more successful than we ever anticipated with nearly 1,400 schools completing the audit since April 2017 and working with Scholastic to review and improve the teaching of reading in their school.

Given the wealth of data and insight at our disposal, we created our first summary report highlighting the key issues and trends coming out of the Scholastic Reading Audit up to and including July 2021. This latest compendium presents the findings over the past two years. I hope you find this informative and practically useful, both for future planning and benchmarking your schools against the national picture.

We believe that reading is a critical part of children’s learning and growth. With support from teachers, parents and schools, children choose from Scholastic the books they want to read, and discover the pleasure and power of reading.

To that end, our education team specialise in publishing high-quality reading programmes and home learning resources. We offer impartial advice to the school and trust sector on how to teach children to read. Beyond the Scholastic Reading Audit, which is entirely independent and research-backed, we also provide ‘The Daily Reading Lesson’, a high-impact, low-workload blueprint for teaching reading to children aged between 6 and 11, and a series of virtual Reading CPD sessions aimed at trust and school professionals.

Through the Reading Audit, ‘The Daily Reading Lesson’ and virtual CPD combined we aim to keep these resources fully independent of any Scholastic ‘voice’ to ensure that teachers have access to the best possible support for the classroom.

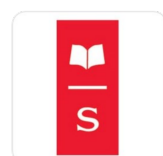
We also work with individual schools through:

- **Book Fairs:** giving everyone in the school, especially those who may not go to bookshops, the chance to see and buy the very best children’s books. Every book sold at a Scholastic Book Fair earns the school up to 60% in rewards to spend on books for the classroom and school library.
- **Book Clubs:** a great way to continue the reading habit all year around. With clubs we create a bespoke selection of discounted books for children, parents and teachers to choose from. Schools earn up to 20% in rewards for every £1 spent.

Scholastic’s rewards programme within these two initiatives is unique. Through it, we have donated over £5m of free books to schools, an initiative unparalleled in the UK.

Our sole focus is to publish the best children’s books, provide fun, engaging and innovative ways to access those books, and help teachers teach children so that when they do read that book they fall in love with reading again and again and again.

Chris Ratcliffe, Head of Education, Scholastic UK



Executive summary

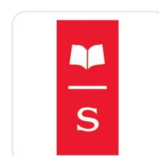
Our analysis of the Scholastic Reading Audit (291 responses over the last two years) finds that 87% of schools have reading in their school improvement plan. Whilst reading is a huge improvement priority for most schools, the subsequent findings suggest that strategies, policies and implementation plans remain underdeveloped or variable in practice.

Here are 12 key headlines from the audit:

1. 89% of schools follow a systematic synthetic model of teaching phonics or predominantly do with other methods, and a comparatively high proportion of teachers still use phonics in Years 3–6.
2. 81% of respondents undertake guided reading at their school, with ‘every day’ and ‘four times a week’ the most common frequencies. However, 23% do not know if their current guided reading resources are having an impact on learning.
3. Four in five schools teach shared reading (82%) and fluency (81%), and 69% deliver close (or repeated) reading. However, 79% do not use a reciprocal reading method of teaching reading.
4. Three quarters of schools (75%) undertake direct vocabulary instruction in their school, mainly as part of daily reading lesson and topic work; however, two in five (40%) responding schools do not include oracy in their reading policies, and a further 25% do not teach oracy in their school.
5. Feedback from all respondents suggests that schools are experiencing a drop in meeting the ‘expected standard’ in the phonics check and Key Stage SATs – outcomes and progress in reading are generally perceived to be Good, if not Satisfactory, little in the way of Outstanding.



6. 88% of schools undertake whole-class reading and the majority of Reception, Year 1 and Year 2 class teachers read out loud to their class every day. For those who do not, half say this is because they do not have enough book stock, and half because they do not have enough time to do it.
7. Whilst 93% schools encourage reading for pleasure in school every day, 20% do not have timetabled sessions. Resourcing remains a challenge with 28% reporting that they do not have a good selection of reading books in the classroom and 47% say they do not have enough eBooks available that pupils can read independently.
8. Almost all schools (98%) encourage children to read at home with their parents/carers, but approaches to reaching disengaged, disadvantaged or hard-to-reach adults are not being utilised. For example, 89% do not run adult literacy classes for parents/carers who need additional support, and 67% do not have a drop-in group where they can ask questions, meet with other parents/carers and discuss issues with the school.
9. 88% of respondents have a school library and on average schools have approximately 1,000–1,500 books on site. However, given the CILIP benchmark of 10–13 books per pupil, the average primary school library should have 2,500–3,000 titles suggesting that schools are significantly understocked.
10. The majority of schools only replace 0–2.5% of their book stock annually – and 37% have books older than 20 years. Additionally, most schools do not have a librarian, and never take their children to the local library.
11. 95% say reading is regularly rewarded and celebrated in their school. All schools now put on a World Book Day event, but two thirds of schools do not run Book Clubs, 15% do not organise Book Fairs and 13% do not have reading displays. 35% of schools do not have visits from children’s book authors and poets at any time.
12. In terms of standards and CPD, every single area of reading identifies a need for more support for teaching staff. The biggest training needs appear to be in oracy (81%), reciprocal reading (69%), vocabulary (64%) and close reading (63%)



Key findings

Oracy

Overall, 87% of schools have reading in their school improvement plan (compared to 85% in our Autumn 2021 report). However, 40% of responding schools say they do not include oracy in their reading policies, stating how it should be taught and the frequency of those lessons.



A further 25% do not teach oracy in their school, but for those who do the vast majority use discussion, presenting and performing from Reception to Year 6. Debating is not so well utilised by schools, with only 23% using this even in Year 6.

The main resources and approaches presently used by schools for the teaching of oracy are children's storybooks, songs/singing, poems and rhymes.



Professional development

How good is teaching staff's understanding of oracy in your school?

- Outstanding 4%
- Good 32.5%
- Satisfactory 36%
- Requires improvement 27.5%

81% say their teaching staff require training to support oracy in the classroom.

Phonics

The overwhelming majority of schools (89%) follow a systematic synthetic phonics (SSP) model of teaching: Read Write Inc and Letters & Sounds are the top two resources used with satisfaction ratings of 97% and 67% respectively.

Letters & Sounds was the predominant phonics programme in our Autumn 2021 report, however after the validation of systematic synthetic phonics programmes (SSP) in 2021, coupled with a requirement for schools to use one SSP, usage of the original Letters & Sounds has declined. Schools look to have replaced it with 'Little Wandle Letters & Sounds Revised', which is third in the list of resources used with a 100% satisfaction.

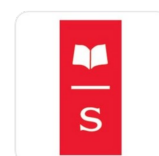
Jolly Phonics, whose satisfaction levels drop from 86% in 2021 to 75% in 2023, and Bug Club Phonics (93%) complete the top five resources used by responding schools.

The other significant change since our 2021 report is that there are no 'combinations', as government directive is that schools should use one programme and not mix and match.

Unsurprisingly, the majority of schools focus on teaching phonics in Reception to Year 2, although 42% (20% in Autumn 2021) say they do not have a range of age appropriate phonic readers for children in Reception to Year 2.

What may be considered more surprising, however, is that 76% use phonics in Year 3, 49% in Year 4, 41% in Year 5, and 36% in Year 6.

read



Professional development

How good is teaching staff's understanding of phonics in your school?

- Outstanding 10%
- Good 70%
- Satisfactory 13%
- Requires improvement 7%

48% say their teaching staff require training to support phonics in the classroom.

Vocabulary

Three quarters of schools (75%) undertake direct vocabulary instruction in their school, mainly as part of daily reading lessons and topic work.

Most schools' work in directly teaching vocabulary is in Years 2, 5 and 6, however it drops off in lower Key Stage 2.

The majority of schools include the focus words in their short-term planning (33%) and medium-term planning (33%), but this declines to 20% in long-term planning. For 14% of respondents these words are not included at all.



When asked about the resources and approaches used to teach vocabulary, the top four are 'Talk for Writing' (No.1 usage and 98% satisfaction), 'Vocabulary Ninja', the tiered approach, and downloadable worksheets.



Dictionaries (28%), thesauruses (27%), word walls (24%), access to apps and websites (13%) and individual word books (8%) are the main supporting tools available in classrooms to help children learn about words and their meanings.



Professional development

How good is teaching staff's understanding of vocabulary in your school?

- Outstanding 5.5%
- Good 54.5%
- Satisfactory 26%
- Requires improvement 14%

64% say their teaching staff require training to support vocabulary in the classroom.

Fluency

Four in five schools (81%) of respondents teach fluency and, whilst the focus in Key Stage 1 drops away in Key Stage 2, expression, automaticity, rhythm and phrasing, and smoothness are the key aspects of fluency which are consistently taught from Reception to Year 6.

Also highlighted are five main approaches being used to teach reading fluency in schools:

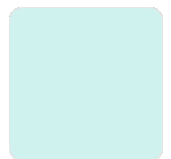
- Encouraging paired reading so that children can learn to read fluently from each other.
- Strategies such as echo reading, where pupils copy the expression used by teachers.
- Teachers modelling fluency by reading to the class expressively.
- Re-reading texts to improve authenticity or expression.
- Giving performances and recitals.



‘PM Reading’ and ‘The Megabook of Fluency’ both receive 100% satisfaction, and responding schools also highlighted general reading books and poems (but with much lower satisfaction levels) and other reading scheme books for use in teaching fluency.



Measurement of children’s reading fluency rates (WPM) peaks in Year 2, and the data is used (mostly in Years 2 and 6) to inform end-of-Key Stage assessments, interventions for children with poor fluency, and book bands/levelled reading.



Professional development

How good is teaching staff’s understanding of fluency in your school?

- Outstanding 4.5%
- Good 51.5%
- Satisfactory 27%
- Requires improvement 17%

56% say their teaching staff require training to support fluency in the classroom.



Comprehension: guided reading

Around four out of five respondents – 81%, up from 70% in our Autumn 2021 report – deliver guided reading at their school.

Trends seem to suggest that Key Stage 1 undertake traditional small group guided reading, while Key Stage 2 move to whole-class guided reading. The ‘crossover’ year is Year 2, and in Year 3 they switch to whole-class approaches.



When asked how often guided reading sessions are run, the two most frequent category responses are ‘every day’ and ‘four times a week’. Compared to our last report, ‘at the discretion of the teacher’ has dropped significantly (‘it depends on the class teacher, we don’t have a policy on how often guided reading should take place in school’ was the second most popular response in 2021), and ‘once a week’ has also reduced across all year groups.

Last time out, our report found that 31% of teachers did not understand what level of text is appropriate for each child. However, now teachers’ own judgement accounts for a third of responses, followed by assessment and book bands.

A further 39% use general children’s books for guided reading; though deeper analysis shows that 50% of schools that used children’s books for guided reading could not show impact in their use. Overall, nearly a quarter of respondents (23%) do not know if their current guided reading resources are having an impact on learning. For the 72% who do know, assessment data and progress, improvement in comprehension skills, and children showing a greater depth of understanding are evidence points used.

Meanwhile, 44% of schools still say that whilst they have a range of books appropriate for different reading abilities and interests, this is ‘limited’.

Professional development

How good is teaching staff’s understanding of guided reading in your school?

- Outstanding 8%
- Good 59.5%
- Satisfactory 23.5%
- Requires improvement 9%

53% say their teaching staff require training to support guided reading in the classroom.



Comprehension: reciprocal reading

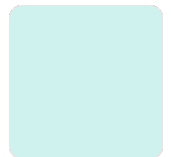
A fifth of schools (21%) currently use reciprocal reading at their school. For those that do, reciprocal reading sessions are run in each year group but it is predominantly a Key Stage 2 reading strategy. However, respondents indicate a dip in reciprocal reading in Year 5, following particularly high uptake in Year 4 and then again in Year 6.

To make the most of reciprocal reading, it is recommended that schools should do it at least four times a week – but when asked how often they run reciprocal reading sessions ‘once a week’ is the most popular response in all year groups.

The overwhelming majority of schools use general children’s books for reciprocal reading. However, ‘Connectors’ is the only specific reciprocal reading programme highlighted, and this resource gets a 100% satisfaction ranking (an increase from 75% in Autumn 2021) and is the only programme to receive a 100% impact score.

Again, teachers’ own judgement and assessments are the main ways teachers understand what level of text is appropriate for each child, and 69% believe that current reciprocal reading resources are having an impact on pupils’ learning. Primarily knowledge is gained from children becoming more confident when reading out loud and when giving answers for their reasons, as well as assessment data.

In a continued trend, nearly half (48%) feel they have a range of texts appropriate for different reading abilities and interests, but that this is ‘limited’.



Professional development

How good is teaching staff’s understanding of reciprocal reading in your school?

- Outstanding 2%
- Good 21%
- Satisfactory 36.5%
- Requires improvement 40.5%

69% say their teaching staff require training to support reciprocal reading in the classroom.

Comprehension: close reading

A progressive 69% of respondents use close (or repeated) reading in their school, an increase from 50% in our Autumn 2021 report. Schools continue to deliver close reading in each year group, but this is largely a Key Stage 2 strategy.

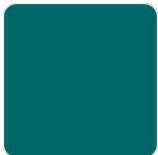
The extent to which close reading sessions are run is generally 'at the discretion of the teacher', but analysis suggests that Key Stage 1 teaching is highly structured before becoming more flexible in Key Stage 2. For those that do, the majority use guided reading cards to teach.



However, there are only two resources highlighted that are specifically written for close reading – 'Short Reads' (which gets 100% satisfaction) and 'Scholastic Close Reading'. Teachers' own judgement and assessment are the two main ways teachers understand what level of text is appropriate for each child.



72% report that current repeated reading resources are having an impact on pupils' learning, mostly gleaned from assessment data and progress. However, 38% of schools also say whilst they have a range of books appropriate for different reading abilities and interests, this is 'limited', meaning that resources could be improved.



Professional development

How good is teaching staff's understanding of close reading in your school?

- Outstanding 4%
- Good 20.5%
- Satisfactory 39%
- Requires improvement 36.5%

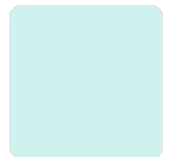
63% say their teaching staff require training to support close reading in the classroom.

Comprehension: shared reading

82% respondents deliver shared reading, though this is down from 92% in our Autumn 2021 report, marking a shift in schools. Additionally, from 72% in 2021, 68% think that shared reading resources are having an impact on learning.

Last time round, the extent to which shared reading sessions were run 'generally depends on the class teacher, we don't have a policy on how often shared reading should take place in school'. This is not so prominent now, with 'every day' being the most common response.

However, Reception and Year 1 have fewer shared reading sessions, compared to other year groups. Children becoming more confident when reading out loud and when giving answers for their reasons is the main progression point.



Professional development

How good is teaching staff's understanding of shared reading in your school?

- Outstanding 4%
- Good 52%
- Satisfactory 26%
- Requires improvement 18%

57% say their teaching staff require training to support shared reading in the classroom.

Assessment

When asked how well their pupils performed in the most recent national tests in terms of meeting the 'expected standard', schools are experiencing a drop in the following areas:

- Phonics check: 71% at or above national standard, 77% in 2021.
- Key Stage 1 SATs: 63% at or above, 75% in 2021.
- Key Stage 2 SATs: 64% at or above, 67% in 2021.



Outcomes and progress in oracy, phonics, vocabulary, fluency and comprehension are generally perceived to be Good, if not Satisfactory, but little in the way of Outstanding.

More widely, the data shows that phonics aside and to a much lesser extent comprehension, schools are generally not assessing oracy and vocabulary – and as such these assessments are not always used to inform teaching across the board.

One system that is in place to measure reading ability and progress for all is the 'PM Benchmark Kit'. It is generally felt that some other tools being used to provide information on pupils' gaps in learning do not work so comprehensively.



Whole-class reading

The majority of Reception, Year 1 and Year 2 class teachers read out loud to their class every day, moving to two or three days a week in Key Stage 2.

88% of schools undertake whole-class reading, and for those who do not 50% say this is due to not having enough book stock and 50% because they do not have enough time to do it. In our Autumn 2021 report, 97% cited time as a barrier.

When asked when they read aloud, for 55% (70% in 2021) it is at the end of the day and a further 42% in class time (29% in 2021). Over two thirds (68%) still use a book they have personally selected, but 26% say the book is determined by the literacy coordinator/reading manager, an increase from 8.5% in 2021. 41% of respondents think teachers would benefit from training on how to read out loud to their classes.

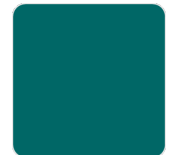


Independent reading

93% of schools now encourage reading for pleasure in school. However, whilst 20% of schools do not have timetabled sessions, most allow children to read books for pleasure independently every day.

Schools mostly give children free choice of independent reading books from the library, but separately 28% of respondents report that they do not have a good selection of reading books in the classroom (up from 26% in our Autumn 2021 report) and 47% do not have eBooks available that pupils can read independently.

53% of schools (43% in 2021) do not survey their pupils to understand their attitudes to reading but, for those who do or have done, 79% say their children enjoy reading (and a further 15% love reading).



Interventions for striving and thriving readers

In terms of addressing the issues identified in previous sections, responding schools were asked about the interventions they have in place:

Oracy

- Striving readers: 30% have interventions, 37% have intervention resources.
- Thriving readers: 10% have interventions, 20% have intervention resources.



Phonics

- Striving readers: 94% have interventions, 90% have intervention resources.
- Thriving readers: 29% have interventions, 36% have intervention resources.



Vocabulary

- Striving readers: 45% have interventions, 50% have intervention resources.
- Thriving readers: 23% have interventions, 30% have intervention resources.

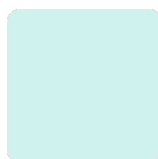
Fluency

- Striving readers: 75% have interventions, 70% have intervention resources.
- Thriving readers: 30% have interventions, 38% have intervention resources.



Comprehension

- Striving readers: 83% have interventions, 80% have intervention resources.
- Thriving readers: 44% have interventions, 50% have intervention resources.



Schools determine which children need additional support to improve their skills, or which children require challenging to achieve mastery of their skills, largely through information from assessments and feedback from teachers.

Additional support is generally provided by working with a teaching assistant, extra lessons/tutoring or intervention resources; and thriving readers are commonly grouped with similar age children, challenged with harder reading material, or given advanced instruction.



Home readers and family engagement

98% of respondents encourage children to read at home which, whilst extremely positive, is statistically a near 2% fall on our Autumn 2021 report.

Reception and Key Stage 1 are the main year groups where parent/carer events are held to advise them on how best to read with their children. Adults are generally informed about their child’s progress and attainment in reading termly.

However, 89% of schools do not run adult literacy classes for parents/carers who need additional support, and 67% do not have a drop-in group where they can ask questions, meet other parents/carers and discuss issues with the school. A further 73% do not have needs assessments and policies for disengaged, disadvantaged or hard-to-reach parents/carers.

Additionally, 58% of respondents say they do not engage with local nursery schools and play groups to encourage early reading, though this figure is significantly down on 89% in 2021.

The vast majority of schools (89%) have a stock of take-home readers and these books are generally part of a reading scheme (45%) or independent readers/picture books from the library (33%).

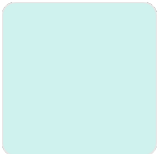
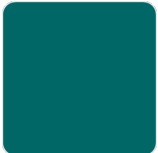


Libraries

88% of respondents have a school library (a 4% drop from our Autumn 2021 report) and schools mostly have approximately 1,000–1,500 books on site.

Whilst an increase from the majority 500–1,000 in 2021, given the CILIP benchmark of 10–13 books per pupil, the average primary school library should have 2,500–3,000 titles which suggests that schools are significantly understocked.

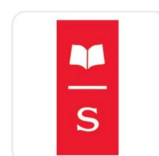
Meanwhile, the vast majority of schools only replace 0–2.5% of their book stock annually – and 37% have books that are older than 20 years, up from 28% in 2021. More widely, most schools still do not have a librarian, and never take year groups to the local library.



Book events

95% of schools now say that reading is regularly rewarded and celebrated in their school, up from 71% in our Autumn 2021 report, in a variety of ways. Whilst practically all schools put on a special event for World Book Day, two thirds of schools do not run Book Clubs, 15% do not organise Book Fairs and 13% do not have reading displays in their school.

Additionally, 35% of respondents (28% in 2021) do not have visits from children's book authors and poets, and for a further 32% it is less than once a year. A third of schools say they do.



About the Scholastic Reading Audit

The Scholastic Reading Audit is a comprehensive, independent and research-backed reading audit tool designed to challenge and support the teaching and learning of reading in trusts and individual primary and secondary schools throughout the UK.

Designed to be taken by school headteachers, literacy coordinators or reading managers, the online audit covers every type of instructional reading type as well as assessment, reading for pleasure, library usage, home-school links and book events:



- Oracy
- Phonics
- Vocabulary
- Fluency
- Comprehension (including four key strategies for teaching reading comprehension: guided reading, close (repeated) reading, reciprocal reading and shared reading)
- Assessment
- Interventions for striving readers and advanced readers
- Whole-class reading
- Independent reading
- Home readers and family engagement
- Libraries
- Book events
- Teacher training and CPD

Following the audit, our independent literacy experts analyse the results and we feed these back to schools with our recommendations on areas of improvement. Schools are then able to use this insight to help focus attention on the teaching resources which will generate the best results, whilst also saving time and money.

By completing this audit – which is free for schools and takes up to 30 minutes – schools receive a pedagogic development report which includes a summary of research for each reading type and a report into their teaching of reading, highlighting where they are performing well and areas of improvement. They also receive a free model reading policy developed by independent reading experts.

Separately, a trust has the opportunity to receive a summary of the teaching of reading for each school in their family which aggregates the data from the school audits into one strategic report highlighting where they are performing well, and areas of improvement. They can also use this for targeted resource planning: identifying which resources are needed across the trust, without spending money on resources that are not needed in individual schools, and with significant cost-savings



available on Scholastic products via centralised trust purchasing.

The audit is accompanied by Scholastic's Reading Charter – backed by the International Literacy Centre at the Institute for Education, part of University College London. Schools will therefore receive a Scholastic Reading Charter certificate – if they satisfy the requirements.

Nearly 2,000 schools have taken our audit, which is free from any Scholastic editorial control. There is no cost for the school level reading audit. Costs for the trust-level audit are £100 per school, however Confederation of School Trusts (CST) members only pay £50 per school.

To take the Scholastic Reading Audit, please visit:
www.scholastic.co.uk/readingaudit.

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Testimonials



“The Scholastic Reading Audit, and its core principles, have given us the platform to start conversations and explore possibilities. It has helped us to identify staff professional development needs in some areas. The report has provided some useful detail on each school, and some clear considerations for us across the MAT. These include specific opportunities around reciprocal and close reading which we will work towards over time, and to share some highlighted good or outstanding practice in areas such as the teaching of phonics and guided reading sessions across all our schools. I would definitely recommend the audit to other MAT leaders – the process from start to finish has been straightforward, and the fact there is no cost for an audit developed by independent experts means it is a ‘win win’.”

Lesley Birch, Deputy CEO, Meridian Trust



“Whilst each school completed the audit individually, a common theme that emerged was the need for more training on guided reading and higher order reading skills, as well as having more effective resources available. The report gives us information that is generally hard to draw together in one document – it is straight to the point, colour-coded for ease, and clear in its recommendations which helps us to see exactly where we are as a Trust. I would definitely recommend it to other MAT leaders because it has been really useful for understanding our approach to the teaching and learning of reading, and we are using it as an evidence base for CPD and investing in resources. We will continually refer back to the Scholastic Reading Audit to ensure that we are moving in the right direction.”

Christina Kenna, CEO, HEART Education Trust



“As part of our reflection upon present practice, review of what was working well and areas that needed developing further at my former school, Fossebrook Primary School, I sought some independent evidence to challenge and support our thinking around the teaching of reading. The Scholastic Reading Audit looked at everything from phonics, comprehension and fluency to vocabulary, oracy and reading for pleasure and, during 2022–23, we set to work on its suggestions for our key areas. For example, whilst fluency was identified as an area of strength, the audit made me realise that we were putting an over emphasis on the rate at which pupils were reading and not on explicit skills such as expression, automatic word recognition, rhythm, phrasing and smoothness. Fluency, by definition, is the link between decoding and comprehension and so I knew it was vital that we had strategies in place to develop these skills. A reading audit is an excellent way to reflect upon reading provision and gain suggestions on next steps with links to current research to underpin practice. As with anything in education, it is what is done with a resource that matters. In our school, the buzz around reading has increased significantly as a result of



the changes we have made following the audit – for children, teachers and parents – and, for me, that is the most important change.”

Maddie Chadwick, KSI Lead – Teaching and Learning – Reading, Desford Community Primary School, part of LIFE Multi-Academy Trust



“At a time when we felt unsure about continuing guided reading, the Scholastic Reading Audit was great. It clarified valuable strategies to be used in guided reading and provided guidance on the areas we were falling short, such as the independent tasks. It was the springboard for us to revamp and embrace guided reading. The report we received back also

prompted different things around guided reading, especially new ideas around reciprocal reading and close reading. It explains what these are, how these can be implemented and subsequently their recommendations. The fact that an organisation with Scholastic’s credibility outlined the best way forward with reading was hugely important. It gave me the evidence to make a case to our Head, at a time when many schools were moving away from guided reading.”

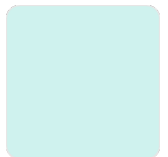
Emma Langridge, Lead Practitioner for Primary English, Caroline Chisholm School



“I first came across the Scholastic Reading Audit when we decided to audit the reading provision at a former school Oaks Primary Academy. Whilst our strengths were found to be in one-to-one and close reading, the follow-on report highlighted community and parental involvement in reading as areas for development. We talked through how certain approaches could help us to overcome these challenges.

There is nothing like the Scholastic Reading Audit out there – it is like gold dust. It allowed me to step outside of my school and trust roles and be more strategic. The audit directly informed my subject improvement plan and reading is at the heart of our curriculum. The key to our success is sharing Scholastic’s Reading Audit with the staff and giving them the ownership to improve reading in their classrooms and getting feedback from them and the children along the way.”

Georgina Rawling, Vice Principal, Marden Primary Academy, part of Leigh Academies Trust



“The Scholastic Reading Audit provides a comprehensive overview of the quality of reading across the whole school community, allowing leaders to see their strengths as well as their areas for further development with suggestions of how this might be best achieved. It also provides a wealth of additional information about the rationale and research behind the most effective teaching and learning reading strategies.”

Jez Smith, English Lead Professional, Discovery Schools Academies Trust

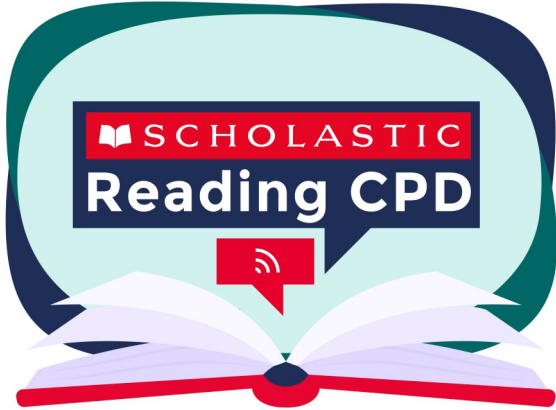


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Contact

Scholastic UK
Unit I8F, Thorney Leys Business Park
Witney, Oxfordshire, OX28 4GE
Telephone: 0845 603 9091
Email: enquiries@scholastic.co.uk